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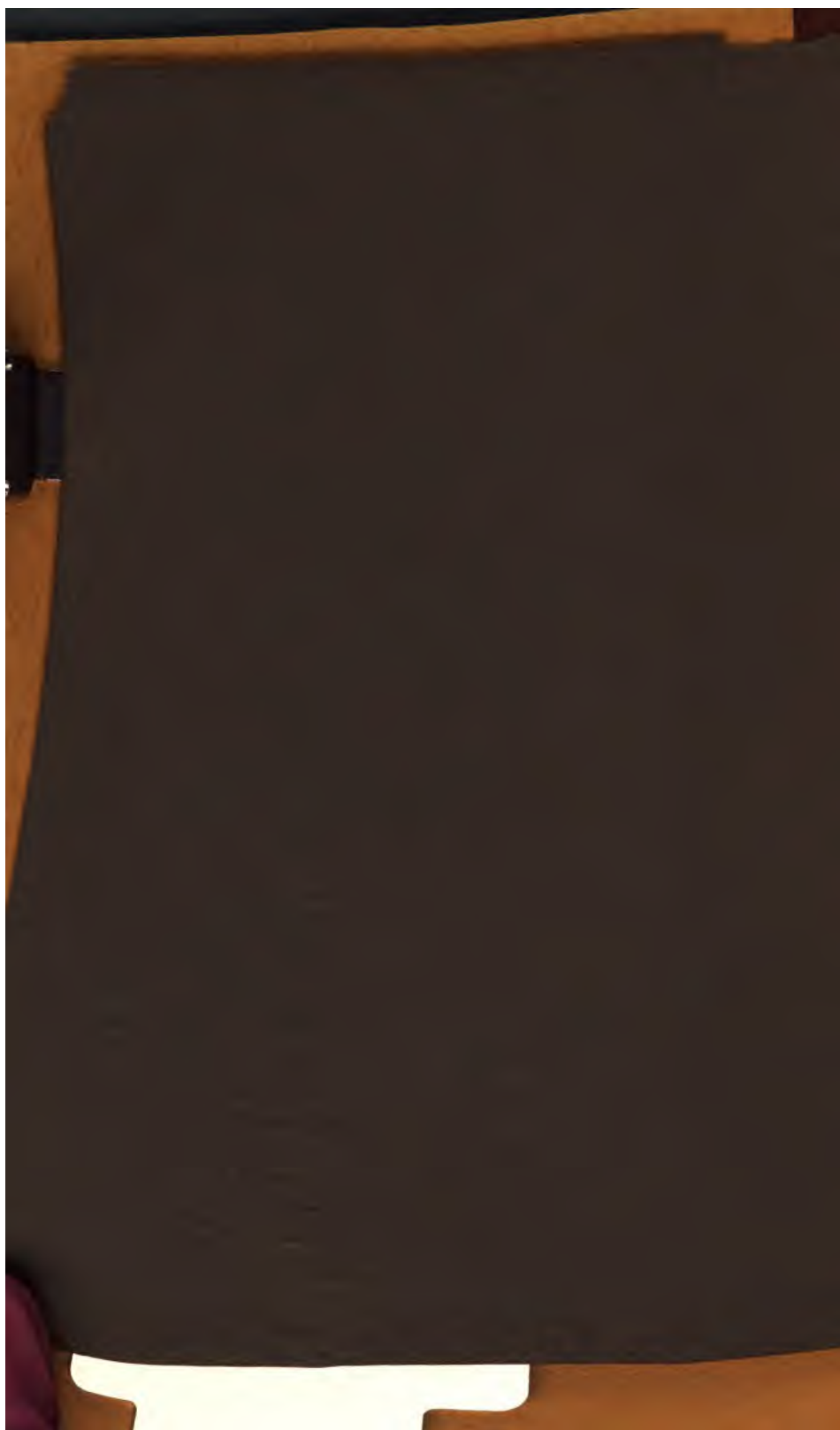
AIDS IN LIBRARY WORK WITH FOREIGNERS

EDITED BY
MARGUERITE DODD
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AND
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Hewlett Public Library

FOR THE
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COMPILED BY
MARGUERITE REID
Providence Public Library
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Haverhill Public Library

REPRINTED FOR THE
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OUR NEW AMERICANS

MISS MARGUERITE REID, FOREIGN DEPARTMENT,
Providence Public Library.

In the solution of our great national problem, the gravest before the American public, the assimilation of the immigrant, the public library has a responsibility to assume and an important duty to perform. Thoughtful citizens are waking up to the feeling that the problem increases in importance in that it is overstraining our powers of assimilation. When I visited the Immigrant Section of the "World in Boston", last year, I, too, was impressed with the immensity of the problem, almost into inactivity. It seemed to me useless to attempt to Americanize these masses that are entering our country yearly, over a million in 1911, separated from us, as they are, by habit, ideas of life, and language. Their ignorance of our language, our institutions, and standards of living, seemed to me to constitute a disadvantage both to them and to the community in which they would settle that was too serious to admit of solution. But upon reflection I remembered that the public library alone has not to solve the whole gigantic problem of immigration, but has simply to concentrate on the particular needs of its community, the responsibility of which it will share with other existing educational agencies, the night school, Y. M. C. A., and philanthropic societies, with which it will co-operate and whose work it will supplement in this attempt at Americanizing an alien people.

This paper is devoted to an effort toward a better understanding and finer appreciation of these strangers in our land, for if we enlighten public sentiment and arouse sympathetic interest in their welfare, we have gone far towards solving a difficult problem. Secondly, some definite suggestions as to ways and means of assisting these Americans in process are offered.

In approaching this subject of the assimilation of the immigrant we are too apt to forget, it seems to me, that our foreign-speaking friend offers his contribution to the melting-pot, that he brings with him an inheritance of old-world culture. Emil Reich has called Italy, from which land most of our immigrants arrive, the "most gifted

nation in Europe", one that may contribute to our intellectual elevation. The literary taste of the Italian, his love for the classics of his own literature is in marked contrast to the reading tastes of our native public. A working-man, apparently illiterate, to judge by his appearance, will be thoroughly conversant with the classics of his native literature, not by title but by actual working knowledge, as evidenced by an experience I had. An ordinary, rather rough appearing man asked me to help him find the sequel to the "Orlando Furioso" which I did not readily locate. I asked him if he were sure it wasn't the "Orlando innamorato", upon which the "Furioso" is based, that he had in mind, and he scornfully replied "No," that he had read it all, he wanted to locate the death of Orlando, and merely wished to know if we owned it. He was thoroughly at home in his subject, in spite of the fact that these three poems were written as long ago as the fifteenth century by different men, and yet, judging by his appearance, were he an English-speaking member of society, we would have offered him Sherlock Holmes to bait him.

It is well for us to remember that the Italian barber reads Dante with avidity and is more familiar with Shakespeare than many of us. The volumes of Carducci, the greatest poet of our day, are in steady demand, in spite of their rather awesome dress in a classic edition. The Italian prefers poetry and drama to fiction. Out of 1400 Italian volumes we have but 125 volumes of fiction. He enjoys the picturesque in literature, too, fairy tales, books of travel, and biographies of his country's heroes,—Christopher Columbus, Garibaldi, Victor Emmanuel.

With the Jew a love of learning is inborn. His interest in matters educational is most keen. One man, whom I had always presumed to be a mechanic, surprised me one day by appearing with a Freshman cap on. One could see pride sticking out all over him in spite of the fact that his face was rather old for a cap. He had been in America for two years, working in a jewelry shop, where he had suffered from the unsympathizing jeers of co-workers who judged him an inferior. He had succeeded in passing the entrance examinations at Brown University and was registered with advanced standing in mathematics, leaving our native youth behind him in the jewelry shop. This is the most noticeable characteristic of the Jew, that each and every one of them, eager for new knowledge, is gaining an education. He should be an inspiration to our American boys who are not handicapped by studying in a strange tongue. In early youth Jews have formed definite views on political, religious, and social questions, and have already evolved their philosophy of life.

Even before they can read English, they are familiar with the teachings of our English philosophers and scientists, Spencer and Darwin. In reading, *their* interest lies in books of philosophy and socialism that attempt a solution of the social problems through Zionism or some other idealistic form of government. They are a serious people, (frequently the children ask for sad books for their mothers) with, as some one has aptly said, "the burden of the Ages on their back".

The immigrant is no barbarian. In fact, when I first took charge of the foreign department at our library, what impressed me most was the unfailing courtesy of my public. He invariably takes time to say "Good morning", and "Thank you", and "Good bye", for he has not yet acquired our American spirit of hurry. He has a keen appreciation of a kindness and a strong desire to reciprocate a kindly act, as is evidenced by gifts to our department. A few weeks ago came sixty volumes in Portuguese from the Portuguese consul. A Yiddish magazine is subscribed for by a Jew for the library. A young Greek gave us a copy of "Pilgrim's Progress" in Modern Greek, which, by the way, he said he had read six times. I wonder how many of us have gone through it once. It is a classic of our literature. He has been in this country two years, in Providence but a few months, and is a constant reader in the department and a book-borrower.

I might mention, in passing, the facility of these people in acquiring languages. An Armenian who does not find anything that interests him in Armenian will almost never turn away without a French book. I noticed with interest two girls and a young man, who could read both French and German besides Armenian, finally choose Anatole France's poetry to take home. The other day an Armenian asked for Emerson's "Conduct of Life" in English, and is at present coming to the department during his lunch hour to read it. Many of the better educated Jews will read Russian, Yiddish, and German, anyway, and sometimes French, Italian, and Spanish, too. A young Roumanian Jew about sixteen years old, who has been in America but three months, was reading a simple history of the United States, stories of famous American statesmen, and a geography of the United States in English.

In the effort to convert our foreign-speaking population into intelligent American citizens, the public library plainly has a duty to perform, the importance of which should not be undervalued. It is in a position to be one of the most important factors in this process of Americanization here in Southern New England, which is reputed

to be the most foreign section of the country, having cities counting a larger percentage of foreign birth and foreign parentage than New York, Chicago, or San Francisco. According to the Director of the Census, New England, once looked upon as the most essentially American section of the country, now has less than two-fifths of its population consisting of native born of native parentage. The library should be prepared to take the initiative in making friendly advances and in leading these strangers in a strange land, by slow degrees, to an understanding of our language, laws, and customs. This interest and sympathy and friendliness make the stranger feel more at home in his adopted country and establish a new bond of sympathy between him and America. He feels grateful at the recognition of his needs and always maintains a delightful attitude toward those who assist him. Those who work with him, who come in contact with him, are always enthusiastic over this attitude.

In the department devoted to this work at our library we have 10,000 volumes in fourteen different languages. Each literature is arranged in a separate section, where are the classics for those who will never have time or opportunity to study English and for those who learn to read English laboriously for business purposes only, but who seek their mother tongue for pleasure and inspiration.

For those who are trying to learn English we have language manuals that teach the English language, inter-lingual grammars that are prepared especially for the adult immigrant with a vocabulary of trade that will help him practically in business English that he can make immediate use of. Then there are elementary reading books, for the most part in English, although some are written in the foreign languages, and books on civics that acquaint the American in process with the fundamental principles of our government. These books give a short history of America and a few of its heroes, Christopher Columbus, Washington, Lincoln; they generally include the Declaration of Independence; and then go on to explain the Fire Department, the Health Department, the Street Cleaning Department;—why rubbish must not be thrown into the streets, facts that are so well known to us, but are not understood at all by this newcomer. Such books, that help to interpret the rights of citizenship to these men who may become voters in five years, are being written in some of the foreign languages, but are not keeping pace with the need. As an incentive to the reading of English, we include an illustrated book of travel that describes the respective countries in English under each literature, trusting that the attractive pictures of

their own country, because of their familiarity, will induce them to read the English text that accompanies the pictures.

Leaflets in five different languages that explain what steps are necessary in order that cards may be obtained and books taken from the library have been prepared at our library. These leaflets state the hours of opening and the rules in simple form and have an attractive cut of the library on the front cover. A supply of these is kept at the Registration Desk and when a new card is made out for borrowers of these nationalities one is handed to him. We have used them for advertising the department by distributing them to night schools and clubs, and have found them especially useful in reaching the parent through the child. Very little energy need be expended to attract adults, however, for they come to the library without much effort on our part and they need little attention after they do come, for, as I have tried to prove, they know their own literature better than we do. A small library could take care of many different languages without expert knowledge. It is interesting to note in this connection the following statements in the annual reports of two such institutions as the New York Public Library and the Boston Public Library. From the former we quote "The branches with the largest use are nearly all on the East Side of the city, where the foreign born and tenement house population is thickest, indicating the great popularity of the library with this part of the community. A study of statistics shows, further, that it is just this part of the population which is making most use of the library for study and reading of scientific, historical, sociological, and philosophical books." And the Boston Public Library finds that the "hunger for books is keen and universal among those being made into Americans".

This leads me directly to a discussion of the aids in book selection that have proved useful to us, a list of which is appended. The great difficulty encountered in making our selection of purchases in foreign literatures is this dearth of reliable book lists, a lack which is being remedied. Aside from the excellent articles in the Encyclopedia Britannica under the countries in which one is interested, and in addition to chapters on the literature of a country that are included in modern books of travel, some of which are mentioned in the list below, an important source of information is the public itself. Situated as we are in a university town, we are peculiarly able to get expert assistance from the superior immigrant. The willingness on the part of readers to assist and be of service in behalf of their fellow-countrymen has been a noticeable feature of our work. A young Russian, whom I well remember poring over his first American news-

paper less than six years ago, who in six months was registered as a sophomore at Brown University, and was graduated with high honors and now occupies a responsible position with the Boston and Maine Railroad, has been of invaluable assistance to us in selecting books and arousing the interest of Russian readers.

Readers find it a pleasure to review a book for us and are eager to talk about their country and its literature. We have a Portuguese friend, a member of the Royal Geographical Society of Lisbon, who has met many of the literary lights of Portugal. She takes pleasure in talking of them, their personal appearance and literary position, which helps one place them in one's mind to a remarkable degree. She has a personal acquaintance with Camillo Castello Branco and has seen Herculano walk the streets of Lisbon as an old, old man. A Greek youth told me about the editor of an old magazine, for which I haven't had very much respect or interest heretofore, probably on account of its unattractive binding, until he recounted the man's life work and brilliant intellect and personal appearance when he met him at the age of 94. After that the uninteresting old book put on a new face. A young Portuguese working as a bookkeeper in a business that employed rough men turned out to be a poet, whose sensitive ear was offended at our greeting "hullo," and who spoke the English language with a fine sense of its shades of meaning. Upon acquaintance he produced portraits of the King and the Queen Mother, autographed, and modestly explained that he had been one of a committee of university students to greet the King at the time he ascended the throne. It has been an education to me to meet these people. I never realized how narrow had been my knowledge of the literature of the world, until I had read Brandes' book on Poland, and essays on Russian and Portuguese and Swedish literatures. My sensations, I think, must have been similar to those of Keats "On first looking into Chapman's Homer".

The library co-operates with the night schools, sending them lists of books that will assist both teachers and pupils. But, according to a little handbook published by the local Y. M. C. A., one-fourth of those who cannot speak English in Providence are untouched by the public school. These must be reached by some other means. Stereopticon lectures, wherever they have been tried, have been successful in meeting large numbers of our new Americans, who show every evidence of interest and appreciation of the various events depicted. Providence has recently become a port of entry for immigrants, and coincident with this has arisen the Immigrant Educational Bureau, which is arranging for lectures in foreign languages

and in English on such topics as will appeal to the immigrants and will assist them in becoming useful citizens. The outline submitted is most comprehensive. Our lecture room at the library is one of the halls used for these lectures. Here is an opportunity to present by means of the illustrated lecture the history and government of our city, state, and country; to tell of our local industries; and to explain our standards of sanitation and hygiene.

These Americans in the making are remarkably susceptible to the influence of our national life and respond quickly to intelligent sympathy. That they are easily Americanized is a remarkable and encouraging fact. In 1911 two thousand eight hundred a day came to our land, desirous of a better opportunity for themselves and their children to enjoy life. If we are to assimilate the immigrant, we must stretch out the helping hand and welcome him. The initiative must be taken by us. It is our privilege to see that this problem, a problem of such immense importance to the future of our country, is solved aright by helping to make these homesick strangers more contented in their new environment, and we can assist in a very definite way in turning them into intelligent, law-abiding American citizens.

AIDS IN WORK WITH FOREIGNERS

The following lists were compiled by Miss Marguerite Reid of the Providence Public Library, and some additions were made by Mr. John G. Moulton of the Haverhill Public Library. The aim was not to give complete lists but to suggest material of recent date accessible to the average library. Under "Aids in selecting foreign books" the lists issued by book sellers and libraries will in many cases be sent free on application. The list of books on language as furnished by Miss Reid was enlarged from lists of the Haverhill, New York, and Springfield public libraries. This list was prepared with the needs of the smaller libraries in view, and when practicable books for first purchase were indicated. Prices quoted are approximately the publisher's prices, and from these usually a discount of 10% may be obtained.

It is recommended that the smaller libraries should not attempt to import directly through agents in foreign countries but buy through the foreign booksellers in this country. Some of these booksellers are noted under "Aids in selecting foreign books".

It is hoped that these lists are free from serious errors. The Secretary, Mr. Moulton, will be glad to receive notice of corrections or additions and will try to answer questions as to selection and purchase. If deemed advisable, a list of grammars and dictionaries for studying foreign languages will appear in a later Bulletin.

BOOKS AND ARTICLES OF INTEREST IN THE WORK

- Balch, Emily G.** Our Slavic fellow citizens.
- Baring, Maurice.** Landmarks in Russian literature.
- Brandes, Georg M. C.** Poland.
- Campbell, J. Maud.** Public library and the immigrant. New York Libraries, v. 1, p. 100-105, 132-136.
- Crawford, Virginia M.** Studies in foreign literature.
- Devonshire, H. C.** French books for our daughters. National Review, v. 48, p. 1022-1033.
- Ellis, Havelock.** Soul of Spain.
- Encyclopædia Britannica.** Articles under countries—literature.
- Fitzmaurice-Kelly, James.** Chapters on Spanish literature.
——— History of Spanish literature.
- Francke, Kuno.** German ideals of today.
——— A history of German literature.
- Gosse, Edmund.** French profiles.
- Hale, E. E., Jr.** Dramatists of today.
- Hapgood, Hutchins.** Spirit of the Ghetto.
- Harboe, Paul.** Silhouettes of Swedish writers. Bookman, v. 24, p. 143-150.
- Heller, Otto.** Studies in modern German literature.
- Howells, William D.** Modern Italian poets.
- Huneker, James.** Egoists.
——— Iconoclasts.
- James, Henry.** French poets and novelists.
- Jousselin, Stéphane.** Some French books that American women ought to read. Review of Reviews, v. 32, p. 89.
- Kennard, Joseph S.** Italian romance writers.
- Konta, Annie L.** History of French literature.
- Kropotkin, Prince.** Russian literature.

- Lee, Elizabeth.** Recent foreign literature. (Appears in "Library," an English quarterly, each number.)
- Mulliken, Clara.** Reading list on modern dramatists.
- Phelps, William Lyon.** Essays on Russian novelists.
- Prestage, Edgar.** English neglect of Portuguese literature. *Academy*, v. 43, p. 506.
- Ramsden, Hermione.** The new myticism in Scandinavia. *Nineteenth Century*, v. 47, p. 279-296.
- Robertson, John G.** History of German literature.
- Saintsbury, George.** Later nineteenth century. V. 12 of *Periods of European literature*.
- Scandinavian novel.** *Living Age*, v. 232, p. 1-19.
- Steiner, Edward A.** Immigrant tide.
—— On the trail of the immigrant.
- Stephens, Winifred.** French novelists of today.
- Stories** of the nations series.
- Symons, Arthur.** Studies in prose and verse.
—— Symbolist movement in literature.
- Thayer, William R.** *Italica*.
- Thorold, Alger.** Six masters in disillusion.
- Van Norman, L. E.** Poland.
- Villiers-Wardell, Mrs.** Spain of the Spanish.
- Walliszewski, K.** History of Russian literature.
- Wells, Benjamin W.** Modern French literature.
—— Modern German literature.
- Wiener, Lee.** History of Yiddish literature in the nineteenth century.
- Zimmern, Helen.** Italy of the Italians.
- Consult also articles on work with foreigners in *Library Journal* and *Public Libraries*.

BOOKS FOR LEARNING ENGLISH FOR NON-ENGLISH SPEAKING PEOPLE

(Books for first purchase are indicated with an asterisk.)

TEACHING ENGLISH

- Adkins.** An English course for evening students. Swan, Sonnenschein. 1909. \$1 00

- Althouse.** Business letters. Penn Pub. Co. 1910. .50
- ***Chancellor.** Reading and language lessons for evening schools. Amer. Book Co. 1904. .30
- *——— Studies in English for evening schools. Amer. Book Co. 1904. .30
- Cody.** How to do business by letter. School of English, Chicago. 1908. \$1 00
- Success in letter-writing, business and social. McClurg. 1906. .75
- ***Faustine and Wagner.** A new reader for evening schools. Adapted for foreigners. Vocabulary in English, Swedish, Polish, Italian, and German. Hinds. 1909. .50
- ***Field and Coveney.** English for new Americans. Vocabulary in English, Armenian, Modern Greek, Italian, Lithuanian, Polish, Russian, Spanish, Swedish, Syrian (Arabic), and Yiddish. Silver, Burdett. 1911. .60
- ***Houghton.** First lessons in English for foreigners in evening schools. Amer. Book Co. 1911. .40
- ***Huishof.** Reading made easy for foreigners. Hinds. 1909. 3v. \$1 20
- ***Mintz.** First reader for new American citizens. Macmillan. 1910. .50
- *——— The new American Citizen. Macmillan. 1909. .50
- *——— A practical speller for evening schools. Macmillan. 1910. .50
- New York City, Dept. of Education.** Instruction to teachers in elementary schools.
- ***O'Brien.** English for foreigners. Houghton, Mifflin. 1909. .50
- ***Prior and Ryan.** How to learn English; a reader for foreigners. Macmillan. 1911. .55
- Roberts.** English for coming Americans. Y. M. C. A. Press. 1909. .50
- English for coming Americans; first reader. Y. M. C. A. Press. 1909. .50
- Sharpe.** First reader for foreigners. Amer. Book Co. 1911. .40
- Thorley.** A Primer of English for foreign students. Macmillan. 1910. .60
- ***Wallach.** A first and second book in English for foreigners. Silver, Burdett. 1910. .50

GRAMMARS AND HANDBOOKS IN FOREIGN LANGUAGES

ARMENIAN

***Gullian.** Elementary English grammar for Armenians. Groos. 1901.
\$1 00

Yeran. Armenian-English conversation. Author, 603 Massachusetts
Ave., Boston. 1911.

BOHEMIAN

Jonas. Nový tlumač americký. Slavic, Racine, Wis. \$1 50

BULGARIAN

Gawriysky. Elementary English grammar for Bulgarians. Groos.
1908. .80

CROATIAN

Lochner. Easy method for Croats to learn English without a teacher.
Caspar. 1903. \$1 50

DANISH AND NORWEGIAN

***Elbe.** Ku us paa 100 Timer i Engelsk. Plos. Copenhagen. 1910.
\$1 80

Hjelm and Witcomb. Guide to modern conversation in Danish and
English. Behr. .55

Goldschmidt. Engelsk til selvstudium. Gyldendal. 1901. .65

***Polyglott Kuntze.** Danskeren i England. Georgi. .25

DUTCH

Callseh-Witcomb. Modern conversation in Dutch and English.
Behr. .60

***Coster.** Kleine Engelsche spraakkunst. Groos. 1908. .70

Hofman. Leerboek der Engelsche taal. \$1 00

***Polyglott Kuntze.** De Hollander in Engeland. Georgi. .25

FINNISH

- Nelisen and Lundbeck.** Suomalais-englantilainen sanakirja ja lauseoppi. Nielsen and Lundbeck, N. Y. 1908. .50
- ***Oppman.** Englannin kielioppi. Edlundin, Helsingissä. 1904. .90

FRENCH

- Clifton.** Manuel de conversation. Français-anglais. Garnier. .90
- Connor.** Manuel de conversation. Français-anglais. Groos. 1909. .60
- ***Mauron-Verrier.** Nouvelle grammaire anglaise. Groos. 1907. \$1 00
- *—— Petite grammaire anglaise. Groos. 1911. .60
- Ollendorff.** Nouvelle methode pour apprendre l'anglais. Montreal. \$1 00
- ***Polyglotte Kuntze.** Le Français en Angleterre. Georgi. .25
- Thimm.** L'anglais sans maître. Marlborough. 1903. .50

GERMAN

- Ahn.** Amerikanischer Dolmetscher. Steiger. .50
- ***Baumann-Englisch.** Der kleine Touissant-Langenscheidt. 1908. .90
- Connor.** Deutsch-englisches Konversationsbuch. Groos. 1909. .60
- Flaxman.** Handbuch der englischen Umgangssprache. Neff. 1905. .90
- ***Gaspey.** Englische Konversations-Grammatik. Groos. 1911. \$1 00
- Hecker.** Deutsch-englischer Wortschatz. Behr. 1907. .75
- ***Otto.** Kleine englische Sprachlehre. Groos. 1909. .90
- ***Polyglott Kuntze.** Amerikanisch. Georgi. .25
- Runge.** Englische Gespräche. Groos. .50
- Schlessing.** Handbuch der englischen Konversationsprache. Tauchnitz. 1907. .75
- ***Toussaint-Langenscheidt.** Englische Unterrichtsbrieft. Langenscheidt. 1908. \$7 50 (The best, if it can be afforded.)

HUNGARIAN

- ***Dallos-Patterson.** Gyakorlati Angol nyelvtan. Practical English grammar.

- Gaspey.** Angol társalgási nyelvtan. English conversational grammar.
Kohányi. Angol nyelvmester. English language teacher. Liberty Press, Cleveland.
Polyglott Kuntze. A Magyar Angolországban. Georgi. .25

ITALIAN

- ***Arbib-Costa.** Lezioni graduate di lingua inglese. Tocci. \$1 00
Blont. Grammatica inglese italiana. \$1 75
Cann. Grammatica della lingua inglese. \$1 35
Clifton. Italian-English conversation. Garnier. .90
Fabbrucci and Witcomb. Modern conversation in Italian and English. Behr. .60
Gaudenzi. Nuovissima grammatica accelerata italiana-inglese. Gaudenzi, 1900. \$1 25
Genzardi. Nuovo metodo per imparare la lingua inglese. 3v. Gnocchi. 1897. \$2 00
 ——— I' italiano e l'inglese. Paravia. .85
Lysle. L'inglese come si parla in Inghilterra. Streglio. 1904. \$1 50
 ——— Metodo accelerato anglo-americano. \$1 65
***Moore.** Libro illustrato di lingua inglese. Heath. 1908. .40
***Pavia.** Grammatica della lingua inglese. Groos. 1910. \$1 35
 *——— Grammatica elementare della lingua inglese. Groos. 1909. .75
***Polyglott Kuntze.** L' Italiano in America. Georgi. .25
***Waller.** Lezioni d'inglese per gl'italiani. Jenkins. 1911. \$1 00

LITHUANIAN

- Laukis.** Rankvedis angliskos kalbos. Lietuvos, Chicago. 1906. \$1 50

MODERN GREEK

- Agglike** methodos aneu didaskalou. Atlantis. \$1 00
Atlantis. Neotate grammatike tes agglikes glosses. Atlantis. 1907.
***Deffner.** Mikra agglike methodos. Groos. \$1 00
***Kontopoulos.** Grammatike tes agglikes glosses. Antoniadē. 1883. .90
 ——— Ollendorphou methodos eis ten agglikēn. Sidere. 1907. \$2 40

- Petraris.** Manual of modern Greek and English conversation. Holtze. 1898. \$1 70
- ***Polyglott Kuntze.** Ho Hellen en Amerike. Georgi. .25
- ***Zoniados.** Pleres helleno-agglikon kai agglo-hellenikon epistolarion. Atlantis. 1910. \$1 00

POLISH

- ***Berger.** Latwa metoda jezyka angielskiego. Gebethner. 1910. \$1 20
- Dynlewicz.** Posrednik polsko-angielski. Author. Chicago. .60
- Forster and Witcomb.** Modern conversation in Polish and English. Neufeld. .60
- Hecker.** Systematical vocabulary. Polish-English. Behr. .60
- ***Kasprowicz and Cornet.** Manual of Polish and English conversation. Holtze. 1906. \$1 10
- ***Polyglott Kuntze.** Polak w Ameryce. (Polish and English conversation.) Georgi. 1909. .25

PORTUGUESE

- ***Bensabat.** Nova grammatica pratica da lingua ingleza. \$1 20
- Constancio.** Novo mestre inglez. Aillaud. \$1 65
- ***Duarte.** Manual da conversação; Portuguez-inglez com a pronun-
ciação. Garnier. .90
- ***Moreira.** Grammatica da lingua ingleza. \$1 25
- Ollendorff.** Novo methodo para aprender a lingua ingleza. \$2 50
- Pereira.** O inglez sem mestre. \$4 50
- ***Polyglott Kuntze.** O Portuguez na Inglaterra. Georgi. .25

ROUMANIAN

- Ahn.** Nouămetodă practica pentru a învăța au în lesnire limba engleză.
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